

English Language Arts Gap Analysis—Grade: 5

Grade: 5	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
READING STANDARDS FOR LITERATURE					
Key Ideas and Details					
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partial <input type="checkbox"/> Does not	
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Integration of Knowledge and Ideas					
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. (Not applicable to literature)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Compare and contrast stories in the same genre (e.g., traditional and contemporary stories by and about American Indians, mysteries and adventure stories) on their approaches to similar themes and topics.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Range of Reading and Text Complexity					

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10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Include texts by and about Montana American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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Craft and Structure					
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Integration of Knowledge and Ideas					
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
READING STANDARDS: FOUNDATIONAL SKILLS (K-5)					
Print Concepts					
1. N/A		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Phonological Awareness					
2. N/A		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Phonics and Word Recognition					
3. Know and apply grade-level phonics and word analysis skills in decoding words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Use combined knowledge of all		<input type="checkbox"/> Full		<input type="checkbox"/> Fully	

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letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Fluency					
4. Read with sufficient accuracy and fluency to support comprehension.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Read grade-level text with purpose and understanding.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

___ Full
___ Partial
___ No

___ Full
___ Partial
___ No

___ Fully
___ Partially
___ Does not

___ Fully
___ Partially
___ Does not

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b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details,		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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<p>quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	

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b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Provide a conclusion that follows from the narrated experiences or events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Production and Distribution of Writing					
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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types are defined in standards 1–3 above.)					
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
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8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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text, identifying which reasons and evidence support which point[s]).					
Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

SPEAKING AND LISTENING STANDARDS

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Comprehension and Collaboration					
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Follow agreed-upon rules for discussions and carry out assigned roles.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Review the key ideas		<input type="checkbox"/> Full		<input type="checkbox"/> Fully	

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	expressed and draw conclusions in light of information and knowledge gained from the discussions.	<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2.	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Presentation of Knowledge and Ideas					
4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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LANGUAGE STANDARDS

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Convention of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use verb tense to convey various times, sequences, states, and conditions.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Recognize and correct inappropriate shifts in verb tense.*		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Use correlative conjunctions (e.g., either/or, neither/nor).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Use punctuation to separate items in a series.*		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Use a comma to separate an introductory element from the rest of the sentence.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Use underlining, quotation marks, or italics to indicate titles of works.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Spell grade-appropriate words correctly, consulting references as needed.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

*See Introduction

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Knowledge of Language					
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

English Language Arts Gap Analysis—Grade: 5

Grade: 5	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
<p>meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

English Language Arts Gap Analysis—Grade: 5

Grade: 5	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	